



Please note:

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

D1217 - Webinar - The English Classroom as a Language Lab

Dates: 09 & 16 March from 17:30 hs. to 19:30 hs. - 2026
Venue: Distance
Sessions: 2 **Minimum attendance for certificates:** 2 **Vacancies per school:** 5
For: Kindergarten, Primary and Secondary Heads, Coordinators and Teachers

Please enrol before: **2026, Mar 4th**

Facilitator(s): *Ms. Luciana Fernández*

Luciana Fernández is a graduate teacher of English who has been teaching English for the past twenty-nine years. She has specialized in Methodology and Teaching Practice and she holds a Diploma in Educational Research from the University of Cambridge, Faculty of Education. She holds two post graduate certifications in Thinking Cultures and Teaching for Comprehension. She is a Reading and Literacy expert and has been training teachers in this area for the past fifteen years. She is a teacher educator and has designed several presentations and courses for professional development both in Argentina and abroad. Her presentation at ARTESOL 2015 was selected to be presented at TESOL International as a Best Affiliate Session. She is one of the 50 scholarship winners who attended and presented at IATEFL, held in Birmingham in April 2016. She was later on invited to be a presenter at the Young Learners and Teenagers SIG pre conference event and at the main conference. Luciana has been the Head at several bilingual IB institutions in Buenos Aires. At present she is a school advisor, teacher trainer and facilitator at ESSARP (English Speaking Scholastic Association of the River Plate), where she trains heads and teachers from the most important bilingual institutions in Argentina.

Objectives: To reconceptualise the English classroom as a space for exploration and experimentation.

To move from rule explanation to guided discovery and noticing.

To design activities where learners actively test and refine their language hypotheses.

To promote deeper engagement and ownership of language learning.

Contents: Language learning as experimentation and discovery.

The role of noticing in language acquisition.

From explaining rules to designing language experiments.

Grammar as patterns, not prescriptions.

Language play as a serious learning tool.

Age-appropriate language lab activities (Kindergarten, Primary and Secondary).

Creating safe spaces for trial, error and approximation.

Bibliography: To be specified.

Methodology: Experiencing language lab activities as learners.

Analysis of classroom interactions and student language.

Design of discovery-based language tasks.

Collaborative planning and peer feedback.

Reflection on shifts in teacher and learner roles.